Towards a Future Vision for SEL Assessment

Concurrent sessions 2
Session 2.1

Valerie Shapiro, Associate Professor, University of California Berkeley, USA
Towards a Future Vision for SEL Assessment

Concurrent Session 2.1

Valerie B. Shapiro, PhD / Associate Professor / University of California, Berkeley / USA
Social and Emotional Learning

Social and emotional learning (SEL) involves a coordinated set of evidence-based programs and practices to establish safe and supportive learning environments and to foster social and emotional competencies (SECs) ... including the abilities to understand and manage emotions, set and achieve positive goals, feel and show caring and concern for others, establish and maintain positive relationships, and make responsible decisions.

Mahoney et al., 2020
Social and Emotional Learning

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Mahoney et al., 2020
UNESCO Guidance (as drafted)

SEL is not an outcome to be achieved but a process in which to engage.

SEL assessment is not a judgment to be made but a process for collecting information as the basis for decision-making for the purpose of continuously improving SEL delivery systems.
Assessment System Principles

- Aligned
  - Synergistic and well integrated

- Balanced
  - Not over-emphasizing one purpose or decision-maker

- Comprehensive
  - Variety of approaches and purposes, across all levels

- Defensible
  - High-quality information for justified needs

- Ethical
  - Inclusive, fair, transparent; greatest consideration for least powerful
Where to begin?


Ensure inclusive and equitable quality education that provides knowledge and skills for sustainable development, including:

-- human rights
-- gender equality
-- promotion of a culture of peace and non-violence
-- global citizenship
-- an appreciation of cultural diversity and the contributions of culture.
To actualize in a national context...

Choose an SEL framework

-- conceptually clear
  (specific, balanced, developmentally appropriate, culturally resonate)

-- ecologically-grounded in context
  (connect global goals to local educational systems and strategies)

-- buttressed by empirical evidence

Singh and Duraiappah, 2020
Assemble a Design Team

-- build support for an SEL assessment system
-- to translate the selected SEL framework into a systemic inquiry
-- include perspectives of all stake-holder and rights-holder groups

what information is needed for what purpose?
Find Your Purpose

Summative
informs a judgement as to whether a performance meets a criterion

Formative
provides actionable feedback to inform real-time adjustments
Plan Your Strategy

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- **Purpose**
  - Local and imported
  - Learn, assess, and adopt
  - Consistent, for comparison
  - Customized for context
  - Ready made parts, bounded
  - Efficiency of prep / aggregation
  - Representative or stratified
  - Amplified or selective
  - Moment in time
  - Panel or repeated cross-sectional

- **Alignment**
  - Aligned
  - Balanced
  - Comprehensive
  - Defensible
  - Ethical
Select Your Tools

Registries & Reviews
CASEL SEL Assessment Guide;
Rand Education Assessment Finder;
AIR Ready to Assess Tools Index;
Example Review: Muller, et al. 2020

Current limitations
Highly prefabrikated and focused on student/climate level
Extent to which yields high quality information is acontextual
Western frameworks and contexts; Need regional learning networks
01 Existing Protocols
- Local versus imported
- Learn, assess, and adopt

02 Standardization
- Consistent, for comparison
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03 Pre-Fabricated Approaches
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Aligned  Balanced  Comprehensive  Defensible  Ethical
Purpose

01. Existing Protocols
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Prepare it for use

Aligned  Balanced  Comprehensive  Defensible  Ethical
Consider these Questions... and More!

How to overcome social desirability?
How will variations be understood?
How can information be used across purposes?
How to justify the costs of hybrid approaches?
How can assessment help mainstream SEL worldwide?